

Proposed Assessment Designs (for a grade and a content area)

Design One:

- 10 Forms; 12 Common MC; 3 Common OR
- Results in 132 MC and 33 OR operational items; 40 MC and 10 OR pretest items (A and B Forms could double pretest items).

FORM	OPERATIONAL				PRETEST	
	MC(C)	MC(M)	OR(C)	OR(M)	MC	OR
1	12	12	3	3	4	1
2	12	12	3	3	4	1
3	12	12	3	3	4	1
4	12	12	3	3	4	1
.						
.						
.						
10	...					

(C) – Common

(M) – Matrix

Design Two:

- 20 Forms; 20 Common MC; 5 Common OR
- Results in 100 MC and 25 OR operational items; 80 MC and 20 OR pretest items (A and B Forms could double pretest items).

FORM	OPERATIONAL				PRETEST	
	MC(C)	MC(M)	OR(C)	OR(M)	MC	OR
1	20	4	5	1	4	1
2	20	4	5	1	4	1
3	20	4	5	1	4	1
4	20	4	5	1	4	1
.						
.						
.						
20	...					

(C) – Common

(M) – Matrix

The number of forms, the balance of multiple-choice and open-response items and the schedule for released items were decision points in defining the new assessment design. The above designs consider the purpose of the assessment and how to handle three types of items—field tested, released, and not released. In addition, higher-order thinking skills or higher levels of cognitive complexity should be assessed through both multiple-choice and open-response

Attachment A - 3

items. The common items should be released immediately after test administration, scored by teachers, and could be used for student accountability if the local school/district chose to do so.